

USAID Somalia, Somali Youth Leaders Initiative Quarterly Progress Report Quarter 4, FY 2012



October 31, 2012

This publication was prepared for review by the United States Agency for International Development. It was prepared by (Mercy Corps and Consortium Partners).



Somali Youth Leaders Initiative (SYLI)

FY 2012 ANNUAL REPORT

September 30, 2011 – September 30, 2012

Report Type: Annual Program Report

Award No: AID-623-A-11-00034

Period Ending: September 30, 2012

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			Start Date	September 30, 2011
			End Date	September 29, 2016
			Report Date	October 31, 2012
			Total Award	USD 18,000,000

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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Acronyms and Abbreviations

AET	African Educational Trust
CEC	Community Education Committee
DG	Director General
LMA	Labour Market Assessment
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOU	Memorandum of Understanding
MOLYS	Ministry of Labor, Youth and Sports
MoYSC	Ministry of Youth, Sports and Culture
MUDAN	Mudug Development Association Network
NFE	Non Formal Education
PMP	Performance Management Plan
SONYO	Somaliland National Youth Organization
SYLI	Somali Youth Leaders Initiative
USG	United States Government
TLM	Teaching Learning Materials
TOR	Terms of Reference
TVET	Technical Vocational Education and Training

I. EXECUTIVE SUMMARY

The SYLI first year of implementation (FY12) was mainly characterized by the startup/preparatory activities that included grant administrative activities, inception meetings, and signing of memorandum of understanding with the line Government Ministries and the program assessments like the baseline study, secondary schools and other training centres assessments, and the labor market assessment. Key program implementation activities commenced in quarter four.

Sub-grant agreements were prepared and signed with three consortium partners; CARE, Save the Children, and Somaliland National Youth Organization (SONYO) during the first quarter of implementation. In order to ensure full understanding of the program and the grant management guidelines, a three-day inception and grants compliance workshop was organized at the beginning of the program and attended by all the consortium members except for MUDAN whose activities are scheduled to kick off in the second year of implementation. The consortium members discussed the grant regulation and compliance issues, the program objectives, and the implementation plan and strategies.

Mercy Corps and the consortium partners organized a one-day inception workshop with each of the two line Government Ministries (Ministry of Education and Youth) in both Puntland and Somaliland during the first and second quarter of implementation. The SYLI program team presented a detailed overview of the program to the senior staff of the ministries while the ministries presented their strategy and work plans and discussed possible contributions of the SYLI program to the ministries' strategy. In general, the ministries expressed their satisfaction with the design of SYLI and pledged to support its implementation. The inception workshops facilitated the signing of the memorandum of understandings (MOU) between SYLI and each of the line ministries in the second quarter of the program implementation.

The implementation of program activities kicked off in the third and the fourth quarter of implementation. The selection of secondary schools, Non Formal Education (NFE) centres and the Technical Vocational Education and Training (TVET) centres for intervention was conducted between July and August 2012. The selection process was participatory with the active involvement of the Ministry of Education and the SYLI consortium partners and was based on the general secondary, NFE and TVET assessment report.

The construction and rehabilitation of the selected Secondary Schools and TVET Centres began with the actual construction and rehabilitation work currently ongoing in ten secondary schools with an additional ten schools and three TVET centres being at the tendering stage. A total of 1664 (1237 male and 427 female) students are currently enrolled in the five secondary schools in which the construction and rehabilitation work has kicked off.

Mercy Corps and CARE in collaboration with the Ministry of Education started the capacity building of the Community Education Committees (CECs) on school management and fundraising mechanisms with CECs of 19 secondary schools already trained. The trained CECs are currently preparing the school improvement plan (SIP) based on the knowledge and skills acquired during the training.

The process of improving the quality of learning in the secondary schools also kicked off through the meetings held with the MOE and the CECs to assess and determine the Teaching and Learning Materials (TLM) needs for the school. The TLM needs for eight schools have been determined and the procurement process for the same is ongoing.

The program has also embarked on strategies to promote the girl child education through the discussions with the Ministry of Education and the decision to form the Women Council for Girl Child Education (WCGCE) in both Somaliland and Puntland. Awareness on gender disparity in

education has also been integrated into the CEC trainings and will follow suit in the planned teachers' and MOE staff trainings.

NFE program has been rolled out with 1,239 (279 male and 960 female) youth enrolled for a six months literacy and numeracy program in 28 selected NFE Centres across Somaliland and Puntland.

Similarly, the TVET program has also began with 80 (30 male and 50 female) youth enrolled in five different vocational skills in one institute based TVET Centre in Puntland. An additional 50 (25 male and 25 female) TVET graduate youth have been enrolled for six months apprenticeship/internship program with ten different individual owned business enterprises.

The Program has also initiated the public private partnership initiative through three separate meetings held between the Government and the Private Business Institutions in Puntland. The objective of the meetings was to solicit the private sector support for youth training and employment creation. Fourteen Private Business Institutions have expressed willingness to work with the Government and the SYLI program in providing skills training and job creation for the youth.

The civic engagement activities started in the second quarter through the mobilization and training of youth leaders as Training of Trainers on Global Citizen Corps which is the Mercy Corps youth development concept focusing on democratic participation, informal civic education, and youth leadership development. A total of 66 (51 male and 15 female) youth leaders have been trained during the 2012 fiscal year. The trained youth groups successfully organized three community service action events in Hargeisa, Somaliland. The first event organized in the second quarter focused on visiting and supporting patients in Hargeisa Mental Hospital. The youth group raised funds and purchased food and non-food items which they distributed to the patients. The second event carried out in the third quarter was centered on environmental sanitation campaigns targeting a community water source in Kodbour District in Hargeisa. The youth group conducted an environmental sanitation campaign in Hargeisa town that culminated in the cleaning of the Kodbour dam which had been turned into a dumping site. The third event organized in September 2012 was based on environmental conservation with the trained youth leaders mobilizing Hargeisa University students to participate in a tree planting exercise in the University and other Government office compounds.

In addition to the community service action events, the trained youth leaders organized five peer to peer training events during the third and fourth quarter. The events were three motivational talks of which two were held with secondary students in two secondary schools and one with the graduates from Hargeisa University. The remaining two were held in celebration of two international days: the youth international day held on 2nd August 2012 and the international day of girls on 11th October 2012.

Project Administration

The security situation in Galmudug State remained unpredictable thus hindering the start of program implementation in the area. South Central region of Banadir/Mogadishu has however been assessed and the SYLI team are working on extending the program activities in the region by beginning of fiscal year 2013

Some of the program activities like the teacher trainings have been delayed due to the Government/MOE Somaliland request for a detailed assessment on the current teaching & learning and school management practices. The Ministry's decision was based on the fact that a number of trainings for teachers and school heads had been done in the past with little or no impact and they needed to have SYLI and other future programs conduct the trainings differently. With the teachers having only one long vacation per school calendar year, the

delay in the trainings has a significant impact on the SYLI implementation schedule as most of the trainings will have to wait until July/August when the teachers will be on vacation.

Next Year's Work Plan

With most of the program start up activities carried out during the 2012 fiscal year, the next (2013) fiscal year will be marked with high program implementation. The site monitoring and supervision of the ongoing school construction and rehabilitation will continue. The construction and rehabilitation program will extend to new/more schools that have already been selected and approved by the Ministry.

School based coaching and mentoring for the CECs (who were trained last year) on the preparation of the school improvement plan will be carried out. Trainings for new CECs whose schools have been earmarked for rehabilitation/construction will also continue. The formation of new or reactivation of student clubs will kick off especially in schools where the program implementation began last year.

The detailed teaching and learning and the school management practices requested by the Ministry of Education will be conducted during the first quarter to pave way for the preparations for the teacher and head teacher trainings.

The enrolment of more youth for the NFE program and the support for NFE Centres will continue. The enrolment will be done in the current and additional NFE Centres that are to be selected in beginning of next year. The learning outcome test will be administered to the first batch of the NFE students who will be completing the NFE program in the course of the second quarter.

The enrolment of youth for IBTVET and EBTET will continue in the next year. Somaliland will see the first enrolments under this program while in Puntland, the focus will be on both the current and new enrolment. The engagements with the private sector will be strengthened with the signing of formal memorandum of understanding with the ones already identified to provide internship and apprenticeship opportunities for the youth. Follow up meetings with the diaspora for their support for the youth programs will continue and where possible, formal commitments will be entered into with the willing diaspora organizations.

The review and collation of the life skills training module will be finalized and the trainings on life skills, entrepreneurship and business management trainings will be rolled out. This will target both the youth enrolled for TVET or NFE as well as the general youth who are interested. The youth business startup grants targeting youth who have undergone the training on entrepreneurship and business management will also be rolled out.

The civic engagement activities that were began in Somaliland will be rolled out in Puntland and this will therefore mark the start of implementation by MUDAN, the local NGO partner in Puntland. Youth leaders will be mobilized and trained on civic engagement through the Global Citizen Corps. The trained youth leaders will be supported to reach out to their colleagues through the peer to peer trainings and community service action events. The same activities will continue and be strengthened in Somaliland.

The sports for change tournaments targeting both the youth in school and those out of school will be rolled out in both Somaliland and Puntland. This will target sports clubs in schools and those for the out of school youth.

II. KEY ACHIEVEMENTS (Qualitative Impact)

Startup activities

The first and second quarter of the SYLI Program implementation was characterized mainly with startup activities that includes grant administrative activities, inception meetings, signing of memorandum of understandings with the line Government Ministries, and conducting the Baseline Survey.

a) *Grant Administrative Activities*

Sub-grant agreements were prepared and signed with three Consortium Partners: CARE, Save the Children, and Somaliland National Youth Organization (SONYO) during the first quarter of implementation. The sub-grant agreement states the sub-grant amount, the roles and responsibilities in relation to the implementation of SYLI, and the monitoring and reporting responsibilities and deadlines.

b) *Program implementation startup activities*

- ***Inception and Grants Compliance Workshop:*** Mercy Corps as the Lead Consortium member organized a three-day workshop for the SYLI consortium members (CARE, Save the Children, and SONYO) and discussed grant regulation and compliance issues and reviewed program implementation plans, Performance Monitoring Plan (PMP), Terms of Reference (TORs) for the baseline survey and the communication and branding strategies.
- ***Inception workshops with line Government Ministries:*** Mercy Corps and the consortium partners organized a one-day inception workshop with each of the two line Government Ministries (Ministry of Education and Youth) in both Puntland and Somaliland. The inception workshop with the Ministry of Youth in both Somaliland and Puntland were held in December 2011 during the first quarter of the program implementation while those with the Ministry of Education were held in January 2012 during the second quarter of implementation. The inception workshops with the Ministry of Education in Somaliland and Puntland lagged behind due the request by the two Ministries for more time to read and internalize the program document before the workshop. All Ministry directors and senior staff attended each of the meetings/workshops during which the SYLI program team presented a detailed overview of the program. The Ministries also presented their strategy and work plans and discussed possible contributions of the SYLI program to the Ministries' strategy. Priorities were then established. In general, the Ministries expressed their satisfaction with the design of SYLI and offered to support its implementation.

After the inception workshops, memorandum of understandings (MOU) were prepared and signed with each of the line ministries in the second quarter of the program implementation. The MOU outlines the collaboration arrangement between the Government and the SYLI Consortium partners and the roles and responsibilities of each party.

- ***Meetings with stakeholders:*** during the first quarter of implementation, Mercy Corps and the Consortium partners met with a wide range of local actors in both Somaliland and Puntland. In Somaliland, the SYLI team met with Radio Daljir, Garowe Teachers Education College (GTEC), and the Africa Education Trust (AET) while in Somaliland, they met with Somaliland Culture and Sports Association (SOCSA). These meetings enabled Mercy Corps and the consortium partners to gain a better understanding of the local actors'/stakeholders' program focus areas and establish possible avenues for collaboration.

INTERMEDIATE RESULT 1: FAIR AND EQUITABLE SECONDARY EDUCATION SERVICES IMPROVED FOR AT LEAST 25,000 SOMALI YOUTH

Somaliland

Outcome 1: Increased access to secondary education

i) Construction and Rehabilitation of Secondary Schools

The construction and rehabilitation has begun in six out of the 24 selected Secondary Schools in Somaliland. These schools include Gandhi, Farah Omar, Waran Cade, and Mohamud Ali secondary schools in Marodijeex region and Haji Aden and Saba Secondary Schools in Sanaag region. The schools in Marodijeex region are under Mercy Corps while those in Sanaag are under CARE.

A total of 30 classrooms in Gandhi and Farah Omar secondary schools are under rehabilitation while 14 new classrooms are under construction in the remaining four schools. In addition to the classrooms, eight latrines and one hand washing facility are being repaired while 19 and five new others are being constructed, respectively. Fourteen hand washing facilities and fence walls for two schools are under construction while two science laboratories, one library, three offices, and two stores are under rehabilitation.

The rehabilitation work in Gandhi and Farah Omar has reached 80% level of completion while the construction of new structures is at 40% level of completion in Waran Cade and Mohamed Ali Secondary schools and 20% level of completion in Haji Aden and Saba Secondary schools. Table 1 shows the number of classrooms and other structures under construction and rehabilitation in Somaliland.

Table 1: Number of classrooms and other structures being constructed in Somaliland

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
1	Gandhi	0	15	3	8	3 Offices, 2 stores and 3 hand wash facilities
2	Farah Omar	0	15	6	0	2 science laboratories, 1 library, 2 hand wash facilities and 1 water tank
3	Waran Cade	3	0	6	0	255m long fence wall and 2 hand wash facilities
4	Mohamud Ali	4	0	0	0	63m long fence wall construction and rehabilitation of another 138m length, construction 1 water facility and installation of 2 hand wash facilities
5	Haji Aden	3	0	0	0	
6	Saba	4	0	4	0	Installation of 4 hand wash and construction of 1 water facility
7	Sheikh Bashir	0	0	4	0	1 water facility and 2 hand wash facilities
Total		14	30	23	8	



Ongoing classrooms construction work at Bossaso Public Secondary School in Bari Region, Puntland

Besides the schools in which the construction/rehabilitation work has begun, Mercy Corps and CARE have also conducted the technical infrastructure assessment in five schools and the infrastructure team is currently preparing the bill of quantities (BoQ) and the bid/tender documents. These schools include 26 June, Sheikh Ali Jowhar, Aden Isaq, Old Bursade, and Sheikh Bashir secondary schools. Mercy Corps is dealing with the schools in Sahil and Awdal regions while CARE is dealing with the schools in Togdheer and Sool regions. The work in these schools is scheduled to kick off in the first quarter of the second year (FY2013) of implementation.

Tendering of the secondary school construction and rehabilitation work: Both Mercy Corps and CARE adopted a community driven local tendering approach. Mercy Corps' tendering and selection of the contractors is community led and is done at two levels: the school community level and the Ministry of Education and SYLI Consortium level. At the community level, the Community Education Committee (CEC) in collaboration with the Regional Education Officer (REO) invites application from the interested local contractors. The CEC and the REO shortlists and invites the shortlisted applicants/contractors for a pre-selection interview after which the names of at least three pre-selected contractors are submitted to the next level (SYLI Consortium partner and Central Ministry of Education) for the tendering process. At this level, the pre-selected contractors are provided with the tender documents and asked to submit their sealed bids to the Mercy Corps tender committee. After the tender opening (which is done in the presence of all bidders), the tender committee with the technical support from the infrastructure team conducts the tender analysis and awards the contract to the most qualified contractor.

CARE's tendering is also a local based process in which the contractor is identified from among the local contractors through a competitive process. The construction tender for Hingalool Secondary School was advertised on the local media while those for Haji Adan and Saba Secondary Schools were advertised on the local notice boards. All the interested potential contractors received the tender documents from CARE's sub office. Bid analysis was carried out, specific compliance and procurement policy followed and eligible contractors awarded the contracts.

The community/local tendering process has the benefit of building the capacity of the CECs in competitive tendering process and at the same time enhances the community participation and ownership of the project. With the clan based system in Somalia, the local tendering process minimizes any clan based conflict/tension that may arise by the contractors coming from outside the community thus the process in itself facilitates stabilization at local level.

Launching of secondary school construction and rehabilitation: Before the construction and rehabilitation kicked off in all the schools, official launch was organized at Somaliland and Puntland levels. In Somaliland, the launch was held at Mohamud Ahmed Ali Secondary School in Hargesia and was presided over by the Somaliland Minister for Education and Higher studies Hon. Zamzam Abdi Aden and attended by senior Education Officials, the student, teachers, parents, the general public, and the SYLI Consortium partners. The Minister laid the foundation stone for the construction of four classrooms in the school to mark the start of construction/rehabilitation of secondary schools in Somaliland. In her speech, the Minister said *“We really appreciate the support we get from USAID through Mercy Corps. We have already approved various interventions in 24 schools selected after needs assessment. I urge the consortium to focus on improving the quality of the teaching and the school environment as well. The program management should develop a holistic approach to improve the quality of teaching and learning in all schools targeted on top of improving the learning environment. It should address all aspects of school life. I appeal to the parents and in particular the students to work hard and make maximum use of these opportunities”*.

In Puntland, the launch was organized at Bossaso Public Secondary School and presided over by the Bari Regional Governor, Mr. Abdisamad Mohamed Gallan. In attendance were representatives from the Central Ministry of Education, the CECs, students, teachers, parents, the general public and the SYLI Consortium partners. In his speech, the Governor said *“Bari Region has the highest youth population in Puntland hence the planned USAID funded school constructions are timely and will greatly benefit the youth and we will fully support Mercy Corps and the Consortium partners’ effort to improve education”*.

CARE organized a similar launch at Sanaag Regional level in Haji Aden Secondary School, Erigavo and that was presided over by the Sanaag Regional Governor. In his speech, the Governor said *“The community is grateful for USAID’s assistance to the people of Sanaag Region and we send our appreciation to the American people for this educational assistance through CARE”*. The event was covered by the Somali media and broadcast on Horn cable TV.



Minister for Education and Higher Studies Hon. Zamzam Abdi Aden laying a symbolic concrete block to mark the launch of SYLI Secondary school construction and rehabilitation in Somaliland

Selection of secondary schools for intervention: The selection of schools for intervention was conducted June 2012 (second quarter) and was preceded by the Secondary schools’ needs

assessment that assessed 48 out of the total 64 secondary schools in Somaliland. The assessment was jointly conducted by the Ministry of Education and the SYLI Consortium partners with the M&E Specialist providing the technical leadership. The draft assessment report was presented to the MoE and the Consortium staff during which priority schools were identified and the general recommendations made. The list of priority schools together with the draft assessment report was later on presented to the Minister for Education for approval. The Minister granted the approval and thanked the Consortium team for their professionalism and objectivity in the assessment and identification of schools for intervention. The selection process adopted by the consortium had a number of benefits:

- It was participatory and brought on board the participation of the MoE staff from the Central (Hargeisa) and the Regional levels. This ensured some degree of fairness in the selection of the schools.
- Capacity building of both the MoE and the consortium member staff. The participation of the MoE and the Consortium team in the development of the assessment tools, data collection, and the writing of the assessment report was itself a capacity building exercise for the team.
- Source of information to the Ministry of Education and other agencies. The assessment scope was broad and covered a number of education variables. In addition, the assessment covered 75% of all the existing secondary schools in Somaliland. The assessment report is therefore broad enough and is currently being used by the MoE and other agencies in making decisions for other interventions that are not linked to SYLI.

ii) Improving girls' access to Secondary Education

The SYLI team held a consultative meeting with the Gender Unit in the Ministry of Education in September 2012 and discussed ways of improving girls' enrolment in Secondary Schools. The key strategies agreed upon are as follows:

- Establishment of a Women's Council for Girl Child Education (WCGCE) in Somaliland
- Pre-service training of 50 female teachers in the five year program
- Community sensitization/awareness through all training for CECs, teachers, head teachers and MOE staff
- Girls' empowerment forums in schools through the use role models, life skills training, and school based emergency kits
- Construction of girl friendly spaces in 24 schools in five year program

The program team has begun the implementation of these strategies by including gender mainstreaming in school management into the content of the CEC trainings. This is being facilitated by the Gender Unit in the Ministry of Education. The program team has also prepared the terms of reference for the WCGCE which has been approved by MOE. The WCGCE will be formed in the first quarter of the fiscal year 2013. The CECs of two schools have successfully lobbied and secured funding from UNICEF for the construction of girl friendly spaces in their schools. The SYLI Program has also planned for the construction of girl friendly spaces in three secondary schools.

Outcome 2: Enhanced quality of secondary education

i) Teaching and Learning Materials (TLM)

At the Ministry level, the SYLI team held consultations with the Secondary Education unit in the Ministry of Education in July 2012 on the type of text books recommended by the Ministry of Education for the various subjects and obtained the approved list of text books (mostly science, English language and mathematics). At the school level, Mercy Corps and CARE held consultative meetings with the CECs and teachers of eight secondary schools in August 2012 and identified and prioritized the TLM needs of the schools. The meetings with the remaining schools will be held in the first quarter of the second year of implementation. Mercy Corps and

CARE are currently in the process of procuring the prioritized TLM for each school based on the Ministry of Education approved list. CARE has ordered 2598 (2451 student copies and 147 teachers' guides) copies of assorted text books for forms 1-4 and the delivery is expected in October 2012. Mercy Corps on the other hand is making the preparation to order 1042 textbooks and 80 charts for sciences for five secondary schools.

ii) Teacher Trainings

The SYLI Consortium members led by Save the Children held a meeting with the MOE in July 2012 to present the secondary school needs assessment report (with regard to the status of the teaching force) and to develop the teacher training plan. The meeting in detail reviewed the teacher needs assessment report findings and identified key priority teacher training needs. The priority training areas identified include:

- Short professional training course for untrained teachers
- Management and leadership training for head teachers
- Specialized training in core subject areas- English, math, and sciences

The Ministry of Education through the Director General (DG) recommended that before the teacher training program begins, a more detailed secondary school needs assessment should be conducted so as to come up with a realistic secondary school capacity building plan. He emphasized that the assessment team should have the touch and feel of what is going on in the schools both in terms of teacher practices and school management. Consequently, a task force was established composed of SYLI Consortium and MOE relevant units to plan for and conduct the secondary training needs assessment in October 2012.

Save the Children conducted a capacity assessment for the existing teacher training institutions (TTI) that SYLI can partner with to provide the different categories of training. The assessment conducted in July 2012 assessed five TTIs which include: Amoud, Baurco, Golis, International Horn, and Hargesya Universities. Out of the five TTIs assessed, Amoud University was found to have the long term experience and capacity in offering in-service teacher training and head teachers' training. But due to its location (in Borama, Awdal region) and the number of teachers targeted for training, Amoud may not be able to handle all the trainings thus the need for SYLI consortium to explore ways of enhancing the capacity of the other TTIs to provide the trainings together with Amoud.

iii) Furniture for schools

The general secondary school assessment report showed that Saba Secondary School in Sanaag region did not have any desks. Rather, students must sit on the floor or they have to carry their own chairs from home. It is the same case for most of the schools in the region which either did not have any desks or had too few in relation to the school population. CARE through the SYLI program has taken this issue into consideration to provide comfort and conducive teaching and learning environment for the students. A total of 135 quality desks have been ordered for Haji Adan, Saba, and Sheikh Bashir Secondary schools in Somaliland while the procurement process for the purchase of desks for Hingalool Secondary school in Puntland is at an advanced stage. These desks will provide quality learning environment for 405 learners on a desk-learner ratio of 1:3.

iv) Laboratory furniture

The same secondary school assessment report showed that Haji Adan Secondary School had a laboratory but was not equipped or furnished as required. The CEC, community representatives, REO Sanaag, and CARE prioritized the purchase of laboratory furniture for the school as part of the school improvement plan. The furniture has been ordered in line with CARE's procurement procedures and contract awarded to local contractors in Erigavo. This will consist of 50 stools, eight work benches, one shelf, one large table, and two whiteboards.

Outcome 3: Somali ownership of Secondary Education strengthened

i) Capacity building of Community Education Committees (CECs)

The CECs for nine secondary schools participated in a 5-10 day trainings organized by Mercy Corps and CARE. The schools whose CECs were trained include 26th June, Mohamed Ahmed Ali, Farah Omar, Waran Cade, Gandhi, and Mohamed Adam Sheef all from Marodijeex region, Sheikh Bashir Secondary School from Togdheer, Haji Aden, and Saba Secondary Schools from Sanaag Region. 69 CEC members (45 male:24 female) from the nine schools attended the trainings. Mercy Corps organized the six schools from Marodijeex Region while CARE handled the same for the schools from Togdheer and Sanaag Regions. The trainings focused on school leadership, school management, roles and responsibilities of CECs, school improvement/development planning, community mobilization and participation in education, monitoring and supervision of the school improvement plan, and strategies to improve access with a particular focus on girls. The trainings were jointly planned and implemented with the Ministry of Education. The Ministry of Education played a key role of mobilizing the CECs and identifying the facilitators jointly with Mercy Corps and CARE.

Besides the action plan for the preparation of the School Improvement Plan developed by each of the CECs, a number of the CEC members expressed appreciation for the training and made expressions confirming the training to have been useful. Mercy Corps and MoE team conducted a post training school based coaching for Burtile Secondary School CEC in Puntland and supported them in the development of the school improvement plan. The school has so far prepared their draft SIP and submitted to the Ministry of Education for review.

Puntland

Outcome 1: Increased access to secondary education

i) Construction and rehabilitation of Secondary Schools

In the same way as in Somaliland, both Mercy Corps and CARE have begun the construction and rehabilitation in four out of the twenty selected Secondary Schools in Puntland. The schools include Bosaso Public, Yasin Nur, Burtile and Hingalol Secondary Schools in Bari, Nugaal, Mudug and Sanaag Regions respectively. A total of ten and eleven classrooms are respectively being constructed and rehabilitated in the four schools. In addition, eleven latrines and one water facility are being constructed in the four schools with an additional 19 latrines and one water facility under rehabilitation.

The construction of four classrooms and a thirty meter long wall fence in Bosaso Public Secondary School is at 45% completion while the rehabilitation of five classrooms and three blocks of ten door latrines has just began. The rehabilitation of six classrooms, nine latrines, one water facility, five science laboratories, one library, and an administration block in Burtile Secondary Schools is at 40% level of completion. The construction of six classrooms, one water facility, and two girl friendly spaces have just been commissioned and are at the foundation excavation level in Hingalol and Yasin Nur Secondary Schools. Table 2 below shows the summary of construction and rehabilitation work in Puntland.

The training has yielded some significant fruits with the CECs for three secondary schools in Somaliland. In two secondary schools, the CEC has fundraised locally and are rehabilitating seven classrooms at an estimated cost of \$10,500 and a library at an estimated cost of \$2,500. This is in addition to the 23 classrooms being rehabilitated by the SYLI program in the two schools. The CECs of Waran Cade and Gandhi Secondary Schools have on the other hand solicited UNICEF support for the construction of girl friendly spaces in their respective schools. The constructions have begun and are at 40% level of completion.

Table 2: Number of classrooms and other structures under construction in Puntland

S/N	School	# classrooms		# Latrines		Others
		New	Repair	New	Repair	
1	Burtile	-	6	-	9	Rehabilitation of 1 water facility, 5 science laboratories, 1 library and 1 administration office
2	Bosaso Public	4	5	-	10	Construction of 30 m long wall fence
3	Yasin Nur	4	-	-	-	1 water facility and 1 girl friendly space
4	Hingalol	2	-	4	-	260 m long wall fence and 1 girl friendly space
Total		10	11	4	19	

Besides the four secondary schools where the construction and rehabilitation work have started, technical infrastructure assessments have been carried out for five secondary schools in Puntland and the infrastructure team is currently preparing the technical plans and the bill of quantities that are required for the tendering process. These schools include Gambol and Kalabayr in Nugal Region, White Tower in Bari Region, Nawawi in Karkar Region and Harfo secondary school in Mudug Region. The construction and rehabilitation work in these schools will begin in November 2012 during the first quarter of the second year of implementation.

Before the training, my and most of my colleagues' understanding was that the CEC is only responsible for the improvement of the school infrastructure. But the training has enhanced our understanding of other important roles such as improving enrolment and quality of education". *Shukri Mohamed – a female CEC member from Burtile Secondary School*

The tendering and selection of the contractors followed a similar process as described under Somaliland. Just like in Somaliland, the selection of the schools for intervention was conducted in July 2012 and were based on the report of the Secondary Schools' needs assessment that was conducted in June 2012. The process was similar to that of Somaliland with the team comprised of the MOE and Consortium staff discussing the assessment report and preparing the list of priority schools for intervention. The priority list was then submitted to the Minister for approval. The benefits of the selection process described under Somaliland also apply to Puntland.

ii) Improving girls' access to Secondary Education

As discussed under Somaliland, the SYLI team held consultative meetings with the Director General and the Gender Unit in the Ministry of Education in August 2012 and discussed and agreed on the establishment of the Women Council for the Girl Child Education (WCGCE) as a strategy to promote the girl child education in Puntland.

The terms of reference for the WCGCE have been prepared and approved by the MOE and the Ministry is currently in the process of nominating the WCGCE members. The gender awareness was also integrated into the CECs and one of the secondary schools (Burtile) whose CEC was trained has already integrated the strategies to increase girl's enrolment and retention into their three year school improvement (development) plan (SIP).

Outcome 3: Somali ownership of Secondary Education strengthened Capacity building of Community Education Committees (CECs)

Mercy Corps and CARE in collaboration with the MOE have trained CECs for eleven secondary schools in Puntland. The schools include Burtile, Gambol, Eyl, Kalabayr, Tajeer and Dangoroyo from Nugaal Region, Carmo, Ufeyn, Bossaso Public, and White Tower/Al Manaara from Bari Region and Hingalol from Sanaag Region. The training was based on the same module used in Somaliland that covered school leadership, school management, roles and responsibilities of CECs, school improvement/development planning, community mobilization and participation in education, monitoring and supervision of the school improvement plan, and strategies to improve access with a particular focus on girls.

The planning and the execution of the training was similar to that described above for Somaliland with the MOE took the lead in the mobilization of the CECs and playing a role in the identification of the facilitators. The immediate output of the training is the action plan for the preparation of the School Improvement Plan (SIP) that was developed by each of the CECs. The action plan outlines the key steps/actions to be taken and the time frame required for the development of the SIP.

Mercy Corps and the Ministry of Education team conducted a post training school based coaching to the Burtile Secondary School CEC in Puntland and supported them in the development of the school improvement plan and the school has so far prepared their draft SIP and submitted to the Ministry of Education for review.



Community Education Committee (CEC) participating in a group discussion during the CEC training

INTERMEDIATE RESULT 2: AT LEAST 15,000 YOUTH ARE MORE ECONOMICALLY SELF-RELIANT WITH SUPPORTIVE SYSTEMS

CARE is the technical lead in this result area and the main objective is to improve Somali youth's ability to access livelihood and economic opportunities through an integrated approach based on in-depth market analysis, targeted training in life skills, financial literacy, entrepreneurship, and investments in youth-led businesses.

A key start activity that was implemented during this first year of implementation was a comprehensive Labour Market Survey (LMA) to understand existing and emerging growth sectors for employment and guide the development of the *Result 2* activities for both relevant and marketable skills for youth. SYLI focuses the majority of TVET activities on strengthening Institute based TVETs (IBTVET). However, SYLI Consortium is also engaging Enterprise-Based TVET (EBTVET) that are less formal and linked with businesses to provide short apprenticeships with 'on the job' training that does not require basic literacy or numeracy skills.

SOMALILAND

Outcome 1: 15,000 Youth access NFE and vocational education

2.1.1 Non Formal Education (NFE)

The enrolment of youth for Non Formal Education (NFE) and Technical Vocational Education and Skills training began in August 2012. The program has currently enrolled 712 (165 male and 547) youth for NFE in Somaliland. These youth/learners are enrolled in 15 NFE Centres across five Regions of Somaliland. The Centres include Haji Haweya, Aw-adam, Mohamed Moge and Siinay in Marojeex Region; Badbaado and Ilays-Amoud in Awdal Region; Berbera FLEC and Olympic in Sahil Burao FLEC and SOYVO in Togtheer Region; Badhan, Hadaftimo, El-afweyn and Erigavo (HORSEED) in Sanaag Region; and Ainabo FLEC in Sool Region. Mercy Corps is intervening in eight Centres in Marodijeex, Awdal and Shil Regions while CARE is supporting seven NFE Centres in Togdheer, Sanaag and Sool Regions. Table 3 below shows the Somaliland NFE enrolment by region.

Table 3: Somaliland NFE enrolments

No	Region	# of NFE Centres	Female	Male	Total
1.	Sanaag	4	102	58	160
2.	Togdheer	2	57	25	82
3.	Sool	1	32	8	40
4.	Marodijeex	4	202	20	222
5.	Awdal	2	84	37	121
6.	Sahil	2	73	21	94
	TOTAL	15	550	169	719

The NFE Centres were selected based on report of the NFE and TVET assessment that was conducted in May/June 2012. The assessment report was discussed with the Ministry of Education and NFE Centres with capacity to provide quality NFE programs being selected. The selection criteria also considered the regional balance and the accessibility of the center by the youth within a particular region.

SYLI support to the NFE Centres: the above NFE Centres receive support from the SYLI program in form of teaching and learning materials and allowances to the tutors. Both Mercy Corps and CARE have ordered teaching and learning materials for 15 NFE Centres in Somaliland and the delivery and distribution to the Centres is scheduled in October 2012. These materials are comprised of chalkboards, marker pens, rulers, exercise books, class attendance registers, ledgers, inventory, dustless chalk, and teacher's guides.

Signing of Memorandum of Understanding (MoU) with the NFE Centres: Both Mercy Corps and CARE have prepared and signed MoU with each of the 15 NFE Centres that are currently being supported by the SYLI program. The MOUs clearly spell out the functions/roles of the centres, line Ministry, and the SYLI Consortium partners (Mercy Corps/CARE).

Training of NFE tutors on life skills: Mercy Corps provided five-day trainings to 24 NFE Tutors (11 male and 13 female) from eight centers in Awdal, Marodijeex, and Sahil Regions on life skills, entrepreneurship, and financial literacy through Interactive Audio Instructions (IAI). SYLI is in the process of integrating life skills, entrepreneurship, and financial literacy into the NFE curriculum thus the training was to prepare the tutors to teach the same in their respective NFE Centres. The head of the NFE Department and his team from the MOE helped in the identification and invitation of the trainees from the respective regions. The training was also supervised by the MOE with the Director of the NFE Department opening and closing the training. The director expressed his appreciation in the training while encouraging the tutors to pass the knowledge to their respective students

In a bid to measure the quality of learning within the NFE Centres, the SYLI Program team and the Ministry of Education have developed a draft standard test that will be administered to the NFE students at the end of the training to determine the learning outcome level of the NFE

program. The test has been pre-tested with students from eight NFE Centres to determine its suitability and the team is currently preparing the pre-test report.

2.1.2 Technical Vocational Education and Training (TVET)

i) Rehabilitation of TVET Centres

The TVET/NFE assessment report recommended the support of the institute based TVET Centres in both Somaliland and Puntland in order to upgrade them to offer higher level competency skills other than the level 3 (lowest level) that most of them currently offer. This will avoid oversupply of the market with one particular level. Based on the assessment report, one TVET Centre, Burco Technical Institute has been selected and approved by the Somaliland Ministry of Education and Higher Studies for rehabilitation.

Mercy Corps has initiated the rehabilitation process of the Burco Technical Institute by conducting the technical infrastructure assessment and preparing the bill of quantities for the work. The rehabilitation work is a joint intervention between the Ministry of Education, UNDP and Mercy Corps. UNDP has completed the rehabilitation of five blocks of workshops and/or learning halls and one administration block while Mercy Corps in collaboration with the Ministry of Education have done the technical assessment and prepared the bill of quantities for the construction of a perimeter wall fence around the Centre. The SYLI program will also contribute to the initial/first phase re-opening of the Centre through the supply of teaching and learning materials and allowances to the tutors.

2.1.3 Initiate Diaspora Volunteer program to support TVET Centers

SYLI Consortium plans to link four TVET Centers, in both Somaliland and Puntland, to the respective area diaspora for them to solicit support for the TVET program. As part of the preparatory meetings for the linkage, CARE's Governance and Peace-building Advisor held five meetings with various diaspora groups in London from 7th – 10th September, 2012. The meetings were held with the following organizations:

- Kayd at Oxford House – This is a Somali diaspora organization that advocates and uses drama, poetry and interactive media to promote and advocate for Somali issues.
- Somali Relief and Development Forum (SRDF) – This is an organization that predominantly serves South Central and Puntland and works mainly on relief and development issues. They also offer scholarships.
- Sahil Somali Women Organization – This is an organization composed of women from Berbera region of Somaliland and they undertake health care projects and also provide other development aid. They also provide scholarships for girls.
- West London Somaliland Organization – This organization mainly deals with Somali issues within the UK and mainly works on youth delinquency, crime and other youth issues. They recently arranged for a football match between UK Somalis and youth from Somaliland which was held in most of the major towns in Somaliland.
- Somali Professionals Association – Composed of Somali professionals who volunteer their time when they are on vacation for two – three weeks.

The main issues that came out during the meeting were:

- Lack of coordination between diaspora organizations
- INGOs are large and cannot easily connect with diaspora and are viewed as inaccessible to them
- The diaspora organizations would like to work with organizations that have good financial and governance structures
- They viewed most of the INGOs positively as they mostly work in all the regions within Somalia and could easily be used without being seen as being partisan
- The diaspora organizations felt marginalized especially when issues on Somalia are being discussed. They felt that a real partnership does not exist between the diaspora organizations and the INGOs

CARE is currently undertaking follow up discussions with a view to creating a linkage and defining the relationship between SYLI and the diaspora organizations.

2.1.4 Youths' ability to access livelihood opportunities increased

i) Entrepreneurship and Business skills training

Mercy Corps trained 59 youth (38M and 21F) for five days on life skills, entrepreneurship, and business management. The Ministry of Youth, Sports and Culture (MoYS&C) took the lead in mobilization and selection of the youth based on the selection criteria that was developed jointly by Mercy Corps and the Ministry. The selection criteria considered a number of factors including completion of secondary schools, TVET, colleges/universities, being unemployed, and with an interest in business. The training was opened by Mr. Qodah, the Director General, MoYS&C who on his opening remarks said *"I believe this is a rare opportunity which you need to make use of. The SYLI program seems to be targeting the right people because youth are the source of everything in today's modern world. That's why we are giving extra attention to this program"*. The training focused on entrepreneurship and development of business plans, business creativity & innovation, problem solving, and conflict resolution/negotiation skills. The curriculum was adapted from the one shared by USAID on life skills and entrepreneurship. The trained youth have been taxed to develop and submit business proposals that will be evaluated and the most promising ones supported with business seed grants.

PUNTLAND

2.1 Youth access NFE and vocational education

2.1.1 Non Formal Education (NFE)

CARE has supported the enrolment of 520 (110 male and 410 female) youth in 13 NFE Centres in Puntland. The Centres include Bilan-Baran in Sanaag Region; Iftin-Bosaso in Bari Region, Kodhan and Hodman in Karkar Region; Keenadiid, Benderqaasim, Daarulirshaad, Samawade, Sareedo/Godobjiran and Jalam in Nugaal Region; and, SYL, Axmedguray, and Daarulsalaam in Mudug Region.

Table 4: Puntland NFE enrolment by Region

No	Region	# of NFE Centres	Female	Male	Total
1	Sanaag	1	23	17	40
2	Bari	1	31	9	40
3	Karkar	2	75	5	80
4	Nugaal	6	193	47	240
5	Mudug	3	88	32	120
	TOTAL	13	410	110	520

2.1.2 Technical Vocational Education and Training (TVET)

i) Rehabilitation of TVET Centres

Based on the NFE/TVET assessment report, CARE has identified two TVET Centres for rehabilitation support in Puntland. These include Garowe Vocational and Training Centre and Qardho Technical and Vocational Centre in Nugaal and Karkar Regions respectively. CARE has already carried out a technical assessment of Garowe VTC and shared the report with the MOE for approval. The technical assessment of Gardho VTC began towards the end of fourth quarter and would be concluded in the next quarter.

ii) Training of Institute Based TVET Tutors

The SYLI Program intends to build the capacity of the TVET tutors through a mentoring and coaching approach. Master Trainers in the identified specific skills will be required and posted to the selected Institute Based TVET Centres. These will provide the institute/on the job based training to the selected tutors in the respective TVET Centres. CARE has already advertised for the position of six Master Trainers, who are to be deployed to the respective TVET Centres by the end of October 2012.

iii) Enrolment of youth for institute-based TVET

CARE has facilitated the enrolment of 80 (30 male and 50 female) youth for the institute based vocational skills training in Bosaso TVET Centre in Bari Region. The vocational skills in which the youth have been enrolled include: auto-mechanics, office management, electric installation and cooling system, tailoring, sweet making, and beauty salon. All the youth are enrolled in level 3 (the first level) of vocational skills training except 15 who are enrolled in level 2 of electric installation. Table 5 below shows the enrolment of youth in different vocational skills in Bosaso Institute based TVET Centre.

Table 5: Number of IBTVET trainees and type of skills being undertaken

No	Skills	No. of trainees	Male	Female
1	Electricity installation and cooling system	15	15	0
2	Sweet making and beauty salon	20	0	20
3	Tailoring	25	0	25
4	Auto mechanics	10	10	0
5	Office management	10	5	5
	Total number of trainee	80	30	50

Three more (Garowe, Qardho and Galkayo) Vocational Training Centres finalized their selection of 170 youth for various vocational skills and the training is scheduled to begin at the beginning of the first quarter of the fiscal year 2013.

The selection of youth for the TVET program was done through advertisement of the available training opportunities in the local media. 900 applications were received by the four recruiting TVET Centres for the 250 available positions. The selection process was based on the following criteria:

- Applicants from poor families, IDPs or an orphan who must be interested in undertaking the training
- Applicants within the age range of 14 – 24 years of age
- Applicants who dropped out of school or are from minority groups, ex-militia, and other disadvantaged groups.

2.1.3 Linkages with private sector and support networks

i) Internship/Apprenticeships for Youth

CARE in collaboration with the Puntland Ministry of Labor Youth and Sports (MOLYS) facilitated the selection and attachment of 50 youth for internship/apprenticeship program in ten different private businesses. The selection was done from among the youth from different towns that had already completed either IBTVET or EBTVET training. Table 6 below shows the number of youth (disaggregated by gender), location, type of skill, and the business where they are attached.

Table 6: Attachment of apprentices to various businesses in Puntland

No.	Region	# of Individual owned business enterprises in which the youth have been attached	No. Trainees	Male	Female
1.	Nugaal	4	20	7	13
2	Bari	2	10	7	3
3	Karkaar	2	10	6	4
4	Mudug	2	10	5	5
	Total	10	50	25	25

There are seven vocational skill areas in which the youth have been attached. These include beauty salon, journalism, tailoring, auto mechanics, carpentry, electric installation, and health. The internship/apprenticeship will last for six months.

ii) Annual Networking Forums and Trade Fairs

One of the SYLI strategies to improve youth employability is to engage with the private sector to support the employment of youth and small businesses. CARE in collaboration with the Ministry of Labour, Youth and Sports (MoLYS) Puntland organized three consultative meetings with the private sectors in Garowe, Galkayo and Bosaso towns on different dates in September 2012. The objectives of the workshops were:

- Identify employment opportunities, internships, apprenticeship or work experience programs for youth in which the project can collaborate with the private sector in Puntland.
- Identify the specific sectors where investments are being made in Puntland and neighboring communities and high potential growth sectors with regards to short and long-term employment opportunities for youth.
- Determine the demand for certain professions and the skills needed that will inform technical/vocational course offerings for students of the TVET institutions in Puntland.
- Identify and compile a list of companies who have employment opportunities, internships, apprenticeships or work experience programs and skills required for youth to qualify for the positions.

The consultative meetings identified eight different sectors with internship/apprenticeship opportunities across the three different areas in Puntland. The sectors are listed in table 7 below.

Table 7; Investment sectors with internship potentials in Garowe, Bossaso and Galkayo

Sector	Garowe	Bossaso	Galkayo
1. Telecommunication sector	x	x	x
2. Livestock and farming sector	x	x	-
3. Construction sector	x	x	x
4. Light industries	x	x	x
5. Educational sector	x	-	-
6. Power and lightening sector	x	-	x
7. Fishing industry	-	x	-
8. Water and beverage	-	x	x

iii) Companies who are willing to provide apprenticeship to youth

During the consultative meetings, the private sector identified 14 companies as being able to provide apprenticeship/internship for the youth in Garowe, Bosaso and Galkayo. Table 8 below shows the list of companies with internship/apprenticeship opportunities in Puntland.

Table 8: Companies with internship/apprenticeship opportunities in Puntland

Company Name	Garowe	Bosaso	Galkayo
1. Golis Telecom Companies	x	x	x
2. Nugal Electric Company (NEC) -Nugal	x	-	-
3. Nugal Water Company (NUWACO)	x	-	-
4. Tawfiq Company Limited	x	-	-
5. Jubba Group of Companies	x	-	-
6. Mubarak Construction Company	x	-	-
7. Eneya company (Energy)	-	x	-
8. Cumco Company (water supply)	-	x	-
9. Tawfiq Company Limited	-	x	-
10. Jubba Group of Companies	-	x	x
11. Mubarak Construction Company	-	x	-
12. NEPCO Company (Provision of power)	-	-	x
13. Orbits Telcom	-	-	x
14. Liban Company (Water supply)	-	-	x

RESULT 3: YOUTH EMPOWERED TO CONTRIBUTE POSITIVELY AND PRODUCTIVELY TO SOCIETY

This result area was only implemented in Somaliland by Mercy Corps during the first year of SYLI.

Training of Youth Leaders on Global Citizen

The program has so far trained 66 (51 male and 15 female) youth leaders as training of trainers (ToT) on Global Citizen Corps (GCC). The training was carried out in two phases with the first phase in quarter one lasting for five days and reaching 36 youth. The second phase in quarter three lasted four days, reaching 30 youth.

The trainings were jointly conducted by the local implementing partner, Somaliland National Youth Organization (SONYO), Ministry of Youth, Sports and Culture (MYSC), and Mercy Corps. SONYO in collaboration with the Ministry of Youth mobilized and identified the youth leaders from the six (Marodijeex, Togdheer, Sahil, Sool, Sanaag and Awdal) regions of Somaliland. The training module adapted from the Mercy Corps GCC curriculum covered the three components at the heart of Mercy Corps' Global Citizen Corps program. These include: democratic participation, informal civic education, and youth leadership development.

The training design is participatory and practical oriented and gives youth the opportunity to engage live and share experiences with their counterparts in other countries. In the first phase of training, the Somaliland youth were connected live through video conferencing to their counterparts in Indonesia and Tunisia while the second group of youth in the second phase of training was connected to the youth from Portland, USA.

The trainings have inspired, equipped and expanded the international networks of the youth with other young leaders and has placed youth in a position to take informed actions that build secure, productive, and just communities around the world. The trained youth have locally reached out to their fellow youth through two types of actions/events; peer to peer training and community service action events. The peer to peer trainings give opportunity for the trained youth to reach out to more youth from their respective regions with the same training while the community service learning events grant the youth the opportunity to participate in providing services to their communities.



Youth leaders preparing their regional action plans for peer to peer training and community service action events during the second phase of the Global Citizen Corps Youth Leadership training in Hargesia, Somaliland

Community service action events

The Youth Leaders trained on Global Citizen Corps organized three community service action events during the 2012 fiscal year of SYLL implementation. Two of these events were carried out during the second quarter while the third event was carried out during the fourth quarter of implementation.

The first event conducted on 27th April 2012 was in celebration of the Global Youth Service Day (GYSD) and was organized by the first group of Youth Leaders trained as ToTs in GCC during the second quarter of the fiscal year 2012. In coordination with the Somaliland National Youth Organization (SONYO) and the Ministry of Youth Sports & Culture with a focus on health visited the Hargeisia Mental Hospital and distributed food and non-food items to the patients to mark the GYSD. The youth group mobilized their colleagues and raised cash and procured the materials that were distributed to the patients. Fifty youth comprised of 32 males and 18 females participated in this event/ceremony that was presided over by the minister for Youth, Sports and Culture and the Director General in the Ministry of Health. The Minister for Youth in his speech appreciated and congratulated the youth for their service to the community and pledged that his Ministry will work closely with the GCC youth in their effort to contribute positively to the community.

The second event carried out in May 2012 was organized by the Youth Leaders who attended the second phase of the GCC training conducted in May 2012 and was focused on an environmental sanitation and conservation campaign. Again in coordination with SONYO, the GCC youth mobilized their colleagues and conducted community environmental awareness campaign in Kodbour District of Hargeisia. The awareness which started by a youth procession in Hargeisia town with banners bearing environmental protection messages ended by the youth cleaning up Kodbour Dam that had been turned into a dump site. 26 youth comprised of 15 males and 11 females participated in the event.

These events have given youth the opportunity to engage with the Government leaders as well as to provide services to their community. This has the benefit of the Government and the general public developing positive attitude about youth. Such events also have the benefit of building cohesion as it allows youth from different clans and sub clans to interact and diffuse any tension that could be there.

The third event held on August 12, 2012 was organized by the GCC youth to mark the celebration of the International Youth Day. In this event, the Somaliland GCC youth and SONYO in collaboration with the Ministry of Youth, Sports and Culture visited Hargeisia Prison and donated sports materials and equipment to youth in detention for their recreational use. The Chief of Prisons Officer thanked the GCC youth group and assured them that the youth in detention will be given time to participate in sports and other recreational activities as these are not only basic human rights but are also key in the rehabilitation process. In his speech, the Minister for Youth who led the team thanked USAID and Mercy Corps for their support for the youth program and advised the youth to take advantage of these programs to increase their skills and become productive members of society.



GCC Youth members handing over sports materials to the Director of Hargeisa Prison to mark the celebration of International Youth Day



The Director General Ministry of Youth Sports and Culture gives a speech during the tree planting campaign organized by the Hargeisa GCC youth

Peer to Peer Trainings

In addition to the community service action events, the GCC youth group carried out two peer to peer trainings. The first training held in June 2012 targeted youth in secondary school and the GCC youth group visited Farah Omar Secondary School in Marodijeex and held a peer to peer training session with 200 (118 male and 82 female) students. The issues discussed during the session includes importance of education, the need for gender equity in access to education, dangers of drugs, importance of citizenship and the disadvantages of illegal migration to other countries.

In the second peer to peer training, Mercy Corps' implementing partner, SONYO in collaboration with the Ministry of Youth, Culture and Sports organized a youth meeting to mark the celebration of the International Youth Day on August 12, 2012. The meeting between the Somaliland youth and the diaspora youth from different countries brought together 200 (125 male and 75 female) Somaliland youth and their diaspora counterparts from Egypt, Sudan, Uganda, United Kingdom, Malaysia and Pakistan. The Somaliland youth were mainly students from the five local universities in Hargeisa.

The event gave the youth the opportunity to interact with their diaspora counterparts and share their experiences and challenges. The meeting was characterized mainly by speeches and in their speeches, the diaspora youth strongly advised the youth against extremist groups as well as the risks associated with the illegal immigration to Europe and other neighboring countries. The Somaliland GCC youth on their part took the opportunity to promote their activities to the diaspora and seek networks that would enable them to access funding and other forms of support from the diaspora. Mr. Ahmed Yasin Ali Ayaanle, a Somaliland Member of Parliament Advised the youth to be active members of the Somaliland Youth Organization and other youth groups in order to have their voices heard at various levels of decision making.



Female students of 26 June secondary school watch the GCC Youth presentation during a peer to peer training

LESSONS LEARNED

The pre-implementation assessment of secondary schools, TVETs and NFE Centres ensured broad participation and fairness in the decision making process relating to the selection of schools, TVETs, and NFE Centres for intervention. The inception workshops and regular consultations with the line Government Ministries has fully brought the Government on board and bought Government ownership of the SYLI program.

III. PROGRAM PROGRESS (Quantitative Impact)

Objective	Indicator	Baseline Value	Program Target	FY12 Target	Quarter 4 Target	Quarter 4 Achieved		Cumulative Achievement	
						Male	Fem	Male	Fem
IR1: Students have increased access to formal secondary education through construction and/or rehabilitation of 50 schools	1.1.1 Number of classrooms built or repaired with USG assistance	0	200	80	0	0		0	
	1.1.2 Number of other types of structures constructed or rehabilitated	0	250	100	0	0		0	
	1.1.3 Number of learners enrolled in USG supported secondary education or equivalent non-school based setting with USG support	0	25,000	10,000	10,000	1237	427	1237	427
	1.1.4 Percentage of learners who have completed their grade	TBD	TBD	TBD	0	0		0	
	1.1.5 Percentage of female learners who have completed their grade	TBD	TBD	TBD	0	0		0	
	1.1.6 Percentage increase in secondary enrolment in USG supported secondary schools	0	5	n/a	0	0		0	
	1.1.7 Percentage of USG supported schools or learning spaces meeting criteria for safe school programs	0	60%	0	0	0		0	
IR1.2: Quality of secondary education enhanced through training of teachers	1.2.1 Number of teachers /educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	1900	500	0	0		0	
	1.2.2 Number of teachers /educators/teaching assistants who successfully completed pre-service training with USG support	0	100	0	0	0		0	
	1.2.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	0	15,000	0	0	0		0	
	1.2.4 Percentage of teachers who demonstrate core teaching competencies	TBD	61%	0	0	0		0	
	1.2.5 Percentage change in community perception of quality of secondary education			n/a	n/a			n/a	
	% satisfied with positive perception on teacher performance	58%	68%						
	% satisfied with positive perception on teaching and learning materials	9%	29%						
IR1.3: Management of secondary education improved through capacity building of regional education	% satisfied with positive perception on school infrastructure	13%	33%						
	1.3.1 Number of administrators and officials successfully trained with USG support	0	390	100	0	0		0	
	1.3.2 Percentage of Schools visited and supported by education officials	n/a	60%	n/a	n/a			n/a	
	1.3.3 Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services	n/a	5	0	0	0		0	
	1.3.4 Percentage change in community perception of schools' organization and management	77%	85%	n/a	n/a	n/a	n/a	n/a	n/a

Objective	Indicator	Baseline Value	Program Target	FY12 Target	Quarter 4 Target	Quarter 4 Achieved		Cumulative Achievement	
						Male	Fem	Male	Fem
officials									
IR1.4: Somali ownership of education services strengthened in target schools	1.4.1 Number of Parent Teacher Association or similar school governance structures supported	0	50	20	20	20		20	
	1.4.2 Percent schools with School Improvement Plans being implemented	0	60%	0	n/a	n/a	n/a	n/a	n/a
IR2.1: Youth have access to NFE and vocational education	2.1.1 Person hours of training completed in workforce development supported by USG assistance	0	3000	500	0	0		0	
	2.1.2 Number of persons completing Non-Formal Education training programs	0	12,000	2000	0	0		0	
	2.1.3 Number of Technical Vocational Education Training centers rehabilitated	0	7	3	0	0		0	
IR2.2: Standardization and certification of technical vocational education training improved	2.2.1 Number of Technical Vocational Education Training centers certified to provide official training and/or certification	0	100%	0	0	0		0	
IR2.3: Youth ability to access livelihood opportunities increased	2.3.1 Number of Youth who have completed business skills training	0	1102	0	0	38	21	38	21
	2.3.2 Number of Youth supported with business start up grants	0	1102	0	0	0		0	
	2.3.3 Percent of new Youth-owned businesses supported by the program which are in operation one year later	0	60%	n/a	n/a	n/a		n/a	
	2.3.4 Number of people gaining employment or better employment as a result of participation in USG funded workforce development program	0	900	0	0	0		0	
IR2.4: Linkages with private sector and support networks	2.4.1 Number of workforce development initiatives completed as a result of USG participation in public-private partnership public-private partnership	0	800	0	0	0		0	
	2.4.2 Number of Youth who are benefiting from apprenticeship/internship program	0	1800	165	165	0		0	

Objective	Indicator	Baseline Value	Program Target	FY12 Target	Quarter 4 Target	Quarter 4 Achieved		Cumulative Achievement	
						Male	Fem	Male	Fem
improved	2.4.3 Number of businesses or institutions responding to incentives for incorporating at-risk/marginalized youth	0	25	10	0	0		0	
IR3.1: Civic participation increased for youth to network and dialogue	3.1.1 Number of youth who have completed USG-assisted civic education training programs	0	150	75	0	0	0	51	15
	3.1.2 Number of recreational events organized for youth	0	20	0	0	0		0	
	3.1.3 Number of people attending facilitated events that are geared toward strengthening understanding among conflict-affected groups that were supported with USG assistance	0	50,000	0	0	1,062		1,062	
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	3	1	3		4	
IR3.2: Youth-led-advocacy efforts strengthened to influence policy decisions	3.2.1 Number of action campaigns carried out by Youth	0	8	0	0	0		0	
	3.2.2 Percent youth who feel they have a voice in community and local government decision making			n/a	n/a	n/a		n/a	
	% with influence at family	92%	92%						
	% with influence on community leaders	68%	73%						
	% with influence on Local Government leaders	50%	60%						

IV. MONITORING

Baseline Survey

A baseline survey was carried out and the findings used in setting the bench marks and targets for outcome indicators in the performance management plan (PMP). The exercise was led by an external consultant with the participation of the Consortium and the MoE staff. Both quantitative and qualitative data collection methods were employed by the baseline study.

Preliminary assessment of schools, NFEs, and TVET Centres

These are the initial assessments done to help the consortium team and the Ministry of Education in the prioritization of the institutions to be supported. The Consortium team members led by the M&E Specialist with the participation of the MOE staff conducted the secondary school and TVET/NFE Centres preliminary assessments in both Somaliland and Puntland and the reports were shared with the Consortium partners and MOE. These assessment reports guided the selection of the priority secondary schools, NFEs, and TVET Centres for intervention.

Labor Market Assessment (LMA)

The LMA was conducted in the fourth quarter of the first year of implementation and covered both Somaliland and Puntland. The survey was conducted in collaboration with the Ministry of Labour, Youth and Sports (Puntland) and Ministry of Labour and Social Affairs (Somaliland), consortium partners, other government ministries, youth groups, and the private sector in both Puntland and Somaliland.

The purpose of the Labour Market Assessment (LMA) was to help the SYLI Consortium to determine the most immediate and obvious labour needs and range of skills required in Puntland and Somaliland. Additionally, the LMA was to identify the constraints and opportunities in the supply and demand for labour and subsequently advise on a possible menu of options for the project. The final report is being prepared by the consultants and will be shared with consortium members and government departments for review/comments in October, 2012.

Quarterly programme review meeting

The Consortium members held four quarterly program review and planning meetings with all SYLI Consortium members. These meetings were held at the beginning of each quarter to review the achievements for the previous quarter and plan for the next quarter. The last quarterly review meeting also served as the annual review and planning meeting.

V. FY2013 ANNUAL WORK PLAN

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
IR1.1: 25,000 students have increased access to formal secondary education through construction and/or rehabilitation of 50 schools							
1. Develop and implement secondary school rehabilitation action plans	a) Visit each of the 30 selected secondary schools and conduct the technical infrastructure development needs assessment (for classrooms and other structure to be constructed or rehabilitated	10	10	6	4	30	15 schools in SL, 10 in PL and 5 in Mogadishu
	b) Work with the Regional and District Education Officers and the CECs to develop the action plans for each of the selected school	10	10	6	4	30	The plan will focus on both 'hardware' and 'software' components of the school and will be documented and approved by the MoE. Girls and female teachers will be considered
	c) Meetings with MoE, communities and other stakeholders to identify, select and prioritize the strategies to increase girls' access and retention	√	√	√	√	√	This will be done at school level with parents, teachers and REOs/DEOs. Gender Unit will be involved. Link also to the Women Council on Girls Education
	d) Incorporate construction/rehabilitation related strategies into the schools' improvement/action plan	√	√	√	√	√	Construction/rehab designs will factor in girls and female teachers and children with disability
	d) Prepare the technical drawings and BOQs for the construction and rehabilitation of classrooms and other structures for each school	√	√	√	√	√	There is standard BoQs and technical drawings for new structures that will be adapted to all schools
	e)Tender for the work	10	10	6	4	30	CECs will pre-select the Contractors. MoE must attend tender opening
	f) Commission construction/rehabilitation for selected schools	10	10	6	4	30	Where possible involve central MoE. Media coverage critical
	i) Construction and rehabilitation of Classrooms	40	40	24	16	120	An average of 4 classrooms will be constructed or rehabilitated per selected school
	j) Conduct construction and rehabilitation of other structures	50	50	30	20	150	Other structures include latrines, hand wash facility, water facility, fence, admin block, laboratory, library, girl friendly space etc. An average of 5 other structure will be will be constructed or rehabilitated per selected school. At least 3 schools are

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
							targeted with girl friendly spaces
	k) Supervise/monitor the rehabilitation/construction work	√	√	√	√	√	At least 5 monitoring and supervision visits per school during the construction and rehabilitation period. MOE will participate in at least one of the visits
2. Provision of school furniture	a) Prepare tender documents	√	√	√	√	√	
	b) Tender for supply of school furniture	58 0	55 4	25 2	32 4	1710	To cut on transport costs, vendors from the school locality will be given priority
	c) Distribute furniture to target schools	58 0	55 4	25 2	32 4	1710	Distribution will be done on 100% completion of new classrooms. Vendors will do the distribution
IR1.2: Quality of secondary education enhanced through training of 2000 teachers							
1. Develop and implement strategies to increase girls' access, retention and learning	a) Meetings with MoE, communities and other stakeholders to identify, select and prioritize the strategies to increase girls' access and retention		15	15	8	38	This will be done at school level with parents, teachers and REOs/DEOs. Gender Unit will be involved. Link also to the Women Council on Girls Education
	b) Incorporate construction/rehabilitation related strategies into the schools' improvement/action plan	√	√	√	√	N/A	Construction/rehab designs will factor in girls and female teachers and children with disability. Help schools to prioritize needs
	c) Develop ToR for the women's council on girls education	1				1	TOR spells mandate and operations. MoE to take the lead on this
	d) Establish women's council for girls' education/meetings	1	1			2	MoE will do the appointment of members. Regional representation will be considered
	e) Organize workshop for the WCGCE members		1	1		2	Workshop will focus on challenges faced by girls and way forward, role of the council. Hold the meeting at national level. MoE takes the lead
	f) Implement activities (campaigns, IEC material, scholarships etc) to promote girls education		√	√	√	6	Target 6 events each for SL and PL per year for the next 4 years. This will be done at school level and involve MOE
2. Formation of school based youth/children clubs	a) Conduct awareness raising meetings with the schools' management about the importance of clubs and identification of the clubs' patrons	5	9		4	18	The objective is to ensure student active participation in school life. MoE to take lead in organizing the meetings

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
	b) Formation of the clubs by the identified patrons		10	18	8	36	Target at least 2 clubs per school. Clubs include Enterprise clubs, career clubs, ICT clubs, debating clubs, sports clubs, environmental/science clubs etc. This will be linked to the sports for change and peer to peer learning in the Intermediate Result 3
	c) Train patrons and students leaders on club management/leadership			18	18	36	Target 2 patrons per school. The training materials/manuals will be developed jointly with the Ministry of Education and that of youth/sports
3. Conduct in-service teacher training	a) In collaboration with the MoE and other stakeholders, review existing teacher training modules and select and adapt the ones suitable for the different categories of teachers						Review will be based on existing material used by teacher training institutes (TTIs)
	b) Develop selection criteria for selecting teachers to be trained	√	√	√	√		The Ministry of Education to take lead based on the agreed upon selection criteria
	c) Select/identify the teachers to be trained		300			300	The criteria currently being used by other agencies will be reviewed and adapted
	d) Facilitate the selected teachers training institutions to train the selected teachers on core disciplines		200		100	300	Trainings will be done during the school holiday in January and July/August
4. School-based teachers coaching/mentoring support	a) Identify key teacher training professionals of core disciplines within the existing teachers training colleges and the Ministry of Education		10			10	5 each for SL and PL. Focus should be on math, Physics, Chemistry, Biology and English. They will provide school-based support to teachers
	b) Conduct induction/orientation workshop for mentors		2			2	The workshop will be modeled on the MoE/AET approach previously used
	c) Provide school-based support to teachers			75	75	150	At least 50% of the trained teachers in pre-service program receive at least 2 visits in the year
5. Pre-service teacher training for female teachers	a) Develop selection criteria	1					This will be based on Save the Children's and other existing criteria
	b) Identify teachers to be trained	50				50	Target will be 50 females; 25 each for SL and PL

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
6. Post Graduate Diploma training for Head Teachers	c) Sign community service contract with selected teachers		50			50	The contract will be between the trainees and MoE and copies given to Mercy Corps.
	d) Enroll selected teachers into selected TTIs		50			50	The training will take 2 years
	a) Develop selection criteria	√					To be done jointly with the Ministry of Education
	b) Identify teachers to be trained	10	10			20	MoE will lead the process based on the agreed selection criteria
7. Short courses for head teachers	c) Sign community service contract with selected HTs	10	10			20	The contract will be between the trainees and MoE but MC will have copies
	d) enroll selected head teachers into selected TTIs	10	10			20	The training will take 2 years. Payment of fees will be on semester basis
	a) In collaboration with the MoE and other stakeholders, review existing head teacher training modules and select and adapt the ones suitable	√					Same module for all zones
	b) Enroll head teachers from target schools into selected TTIs	20	20			38	The training will take utmost 2 weeks
8. Teachers' life-skills knowledge and skills development	a) In collaboration with MoE, AET and other stakeholders, review existing life skills education training modules and select and adapt the ones suitable for teachers	√					Identify what aspects of "life skills" to cover and incorporate this into Core Discipline trainings
	b) Develop the teachers' life skills education training plans either with the teachers' training institutions or other Agencies experienced in this field	√					MoE will lead the process
	c) Facilitate the selected institutions/Agencies to conduct the teachers' life skills training		200	200	150	550	As above for core disciplines
9. Establish resource centers	a) Hold meeting with MoE and stakeholders to discuss establishment of resources centers		2			2	1 each in SL and PL. Save the Children will provide technical support/lead
	b) Conduct assessment at district/regional offices to identify locations/facilities for resource centers			6		6	Save the Children will provide technical support/lead
	c) Select 2 locations/facilities for resource centers		2			2	1 each in SL and PL. Focus on accessible sites with potential to serve more teachers. Save the Children will provide technical support/lead
	d) Sign MOU with the D/REOs/MOE for selected region on establishment of resource center		2			2	Central MoE to be involved

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
	e) Establish district/regional resource center			2			Save the Children will provide technical support/lead
	f) Mobilize stakeholders to support resource center with material				2	2	Support will be in the form of books and other reference material, furniture, computers, incentives for staff etc
10. Pilot E-learning clinics	a) Hold workshop with MoE on e-learning		2			2	1 each in SI and PL. SYLI will make a presentation on e-learning (approaches and benefits). This will be guided by Save the Children
	b) Select schools to participate in e-learning clinics		2			2	4 schools each in SL and PL
	c) Organize e-learning clinics for English, Maths and Sciences in selected schools			1	1	2	Save the Children will lead provide technical support
11. Develop and implement secondary schools equipment scheme action plan	a) Organize an action planning process for the selected schools to identify and prioritize the most critical teaching and learning materials	10	10	10	5	35	TLM will include textbooks, electronic and other rint material including charts. Start early since they are not locally available
	b) Tender for the supply of identified TLM	√	√	√	√		As per MoE request, material will be procured locally
	c) Distribute TLM to target schools	30 00	30 00	30 00	15 00	1050 0	Distribution will involve MoE for future monitoring of the use.
IR1.3: Management of education strengthened through capacity building for at least 390 regional education							
1. Upgrade administrative policies, plans and practices for the district and regional education system	a) Organize a workshop with MoE and other stakeholders to identify and prioritize the policies that need to be reviewed	2				2	This will be a forum to identify key policies that need to be reviewed. Senior MoE staff (including REOs) will be involved
	b) Organize policy review workshops for the selected/prioritized policies		2	2		2	The workshops will be facilitated by a hired consultant or existing Technical Assistant
	c) Organize a forum to validate the reviewed polices/guidelines				2	2	1 each for SL and PL
2. Modernization of management and leadership practices of the Regional and District Education Offices	a) Conduct training and equipment needs assessment for Regional and District Education Officials	1	1			2	1 each for SL and PL. Conduct a rapid assessment with central MoE and selected D/REOs. Focus on JDs, performance monitoring, school management & monitoring, budgeting, ICT and fit into ICDSEA

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
	b) Develop capacity building plan for the Regional and District Education Officials	1	1			2	1 each for SL and PL. This will identify what trainings/support with target group and timelines
	c) Conduct the capacity building for Regional & District MoE Officials	50	50	50	50	200	Conduct at regional level with the Central MoE taking lead
	d) Provide D/REOs with office equipment and other supplies	3	6			9	Supplies will include computers, photocopiers, scanners and stationery. This will be linked to the EMIS/ICDSEA initiatives
3. Provide technical assistance to MoE	a) Develop TORs for TAs	√					Save the Children to support development of TORs
	b) Recruit and deploy TAs			√			Local experts will be targeted. Contracts will run for 1 year and renewal based on performance
IR1.4: Somali ownership of education services strengthened in 50 target communities							
1. Community mobilization	a) Establishment of CECs where they don't exist		5			5	This will be implemented in Mogadishu where new schools will be targeted. Gender balance to be effected
	b) Training of CECs on their roles	10	10	6	4	30	Update and use current training manual.
	c) Sign MOUs with CECs	10	10	6	4	30	MOUs will be signed on the last day of training
	d) Work with the Regional and District Education Officers and the CECs to develop the action plans (SIPs) for each of the selected school	10	15	10	3	38	Linked to IR1.1 above. The plan should focus on both 'hardware' and 'software' components of the school and should be documented and approved by the MoE. Consider girls and female teachers. All future interventions should fit into this. Student representation critical
	e) organize an action planning process for the selected schools to identify and prioritize the most critical teaching and learning materials	10	15	10	3	38	Linked to IR1.2 above. TLM will include textbooks, electronic and other print material including charts. Start early since they are not locally available
	f) Provide CECs with grants through the 'virtual budget' to purchase critical TLM	10	15	10	3	38	Linked to IR1.2 above

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
	g) Facilitate the schools' community to do local and external (through diaspora network) fundraising to support the school improvement/action plan		15	15	8	38	This will be at school level and will seek to help schools identify and contact possible sources of support
2. Develop information education and communication strategy	a) Work with CECs, education officials, and other organizations to identify critical education constraints		√	√			This should feature in all discussions with schools and MoE and documented. Student participation critical
	b) Develop IEC material to address the selection criteria			√	√		This will depend on the constraints identified and how they can be developed
	c) Distribute the IEC material to both target and non-target schools			√	√		This will be distributed to both target and non-target schools
IR2.1: At least 15,000 youth access non-formal and vocational education							
1. Select NFE centers	a) Conduct needs assessment for NFE centers		√				This will target Mogadishu
	b) Select NFE centers to be supported based on the NFE assessment report		15			15	The MOE to lead the process with the participation of the SYLI Consortium
	b) Sign MOUs with selected centres		√				The MoU stipulates the role of MOE, the NFE Centre and the SYLI Consortium
2. Strengthen NFE centers	a) Select tutors to be trained in life skills, financial literacy and entrepreneurship		32	56	32	120	Target 3 tutors per center
	b) Conduct training for selected tutors		32	56	32	120	3 tutors per supported center
	c) Provide NFE tutors with stipends	√	√	√	√		1 tutor per center receive stipends for the whole year
	c) Provide NFE centers with grants	√	√	√	√		To be provided to same NFE centers for whole year on monthly bases
	d) Enroll students to the selected NFE centers		11 73	85 4	11 73	3200	2 groups of 40 students each per center for the year
3. Support NFE Centres with teaching learning materials (TLM)	a) Conduct TLM needs assessment for selected NFE centers	√					TLM needs assessment will be conducted with each of the 40 NFE centers. MOE to lead the process
	b) Procure identified TLM for centers	√					Local procurement through the respective SYLI Consortium partners

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
	c. Distribution of TLM	2000				2000	An estimated 2000 assorted TLM to be procured and distributed to the 40 NFE Centers
4. Rehabilitate TVET Centers	a) Develop technical drawings for selected IBTVT centers and prepare bill of quantities	3				3	2 centers in SL and 1 in PL
	b) Invite bids/tenders for the rehabilitation work	√					Local tendering process similar to the one done for school construction will be adopted
	c) Commission to rehabilitation work	√					
	d) Conduct supervision of rehabilitation work	√	√	√	√		Each center receives at least 5 supervisory visit during the construction period
	e) Handover completed centers				√		MoE to participate and sign on the hand over certificates
5. Upgrade skills of IBTVET instructors in 5 skill areas	a) Complete preparation of the labor market assessment report and identify 5 key skill areas	√					Two separate reports 1 each for SL and PL
	b) Hold dissemination workshop for the labor market assessment report	2				2	1 each for SL and PL
	c) Develop/identify training material based on the 5 skills areas identified through the LMA	√					This will be based on the 5 skill areas found to be most marketable
	d) Develop criteria for selection of tutors to be trained	√					
	e) Select tutors to be supported	36	36	36		110	Target only supported centers
	e) Provide training for selected tutors	36	36	38		110	Target 1 tutor per center for each skill area
6. Enroll learners in IBTVET and EBTVE centers	a) Select the I/EBTVET Centers to provide apprenticeship programs	√					Number of centers will depend on the numbers each can accommodate
	b) Develop and sign MoUs with the EBTVE and IBTVET centres to govern the apprenticeship program	√					This will depend on number of selected centers
	c) Enroll youth into the selected centres	1350				1350	target beneficiaries from supported schools and NFE centers
	Provide institutional grants to centers	√	√	√	√		This will be based on the # of youth enrolled

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
IR2.2: Standardization and certification of TVET improved							
1. Support standardization and certification of IBTVET building on VQF	a) Hold conference for the operationalization VQF	1	1			2	1 each for SL and PL
2. Establish/strengthen National Examination Board	a) Hold workshop with MoE and National Examination Council (NEC) to identify strategies to strengthen TVET certification		2			2	1 each in SL and PL. Save the Children will take lead
	b) Develop action plan for strengthening NEC		2			2	1 each for SL and PL
	c) Support MoEs and exam bodies to implement aspects of the strategies identified above			√	√		Save the Children will lead
1. Train youth in employment skills, financial literacy and entrepreneurship	a) Review the manual for Youth Trainings	√					save the Children will lead
	b) Develop criteria for selection of youth to benefit from employment skills, financial literacy and entrepreneurship training	√					
	c) Provide youth with employment skills, financial literacy and entrepreneurship training	150	65 0	15 0	15 0	110 0	Use local consultants form local universities
	d) Strengthen CARE's Village Savings and Loan Groups and ensure Financial Literacy through all activities		16			16	This will be done through training on financial literacy
2. Provide youth with business/entrepreneurship grants	a) Develop criteria for award of business/entrepreneurship grants	√					Same criteria for all the zones
	b) Advertise for entrepreneurship grants	√					Use both print and electronic media
	c) Select proposals for business/entrepreneurship grants	√					Ministry of Youth will take lead
	d) Sign MOUs with successful youth	√	√	√	√		This will be as individuals or groups
	e) Provide grants to the Youth	60	40	40	35	175	Selection criteria and monitoring strategy to be developed too, plus approvals and reviews.
IR2.4: Linkages with private sector and support network strengthened							
1. Establish apprenticeship program for youth with local	a) Identify private sector businesses to support internship/apprenticeship program	5	2	2	1	10	The Ministry of Labor and Youth to participate in the selection process

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
businesses by providing subsidies	b) Select youth to take part in the internship/apprenticeship program based on developed criteria	350	150	100	100	425	Target beneficiaries from schools, NFE and TVET centers supported by the program
	c) Sign the MoU with businesses	√	√	√	√		This will be based on the number of businesses responding to internship/apprenticeship program
	d) Support youth to receive apprenticeship placement through the voucher system	350	150	100	100	425	Businesses will be given grants to offset risks associated with interns
2. Organize employment/career counseling for TVET graduates and trainees	a) Develop criteria for selection of graduates and trainees to receive counseling	√					
	b) Identify graduates and trainees to participate in career/employment counseling	60	60	60	60	240	Open for trained and unemployed youth
	c) Identify career counselors to provide counseling	3	3	3	3	12	1 career/employment counseling experts will be targeted per session
	d) Conduct the counseling session	3	3	3	3	12	Ministry of Labor will take lead
3. Organize networking forums and trade fairs	a) Conduct sensitization/mobilization sessions with ministries, supported TVET centers and private sector	√					Ministry of Labor to lead the process
	b) Conduct the conference on supporting vocational education	1	2	1	1	5	Ministry of Labor to lead
	c) Organize trade fairs in supported TVET centers			1	1	2	Two supported TVET Centres will be supported to organize the trade fair
4. Initiate Diaspora Volunteer program to support TVET centres	a) Meet with MoEs and center management committee to map out possible diaspora networks	√					This will target the 7 supported TVET centers
	b) Make contact with potential diaspora networks to support TVET centers	√	√	√	√		MoE and CMCs will take the lead
IR3.1: Civic participation increased for 60,000 youth to network and dialogue							
2) Train and mobilize youth leaders	a) Identification of youth leaders to be trained		20	200		220	This will be done in collaboration with the Youth groups, line Government Ministries and other youth leaders
	b) Conduct youth leaders training		20	20		40	This will be based on the GCC curriculum

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
	c) The trained youth leaders mobilize the youth and conduct peer to peer training		1	1	2	4	This will reach youth out of the major towns
3. Organize youth forums	a) Mobilize youth		√	√	√		Youth will get chance to talk and share experience
	b) Conduct youth forums		1	1	1	3	Youth to be selected in different districts of the region
4. Organize community service action events	a) Develop selection criteria for grants	√					Target should be groups. Consider regional balance in the selection
	b) Advertise for proposals for community service grants	√	√	√	√		This should be open to all potential groups
	c) Review and select proposals to be supported		√	√	√		Ministry of Youth will be involved with consideration of regional balance. Six proposals will be selected
	d) Sign MOUs with selected groups		√	√	√		N/A
	e) Train the selected youth groups on grants management		√	√	√		Training will focus on compliance and reporting
	f) Disbursement of community action grants		√	√	√		Grants disbursed in one installment or several depending on type of activity
	g) Implement community service events		2	2	2	6	This will be implemented by the youth groups in collaboration with the SONYO, MUDAN and the Ministry of Youth
5. Sports for change	a) Identify sports patrons (teachers) MoE officers and train them in sports as a peace building tool	10	10				At least 2 teachers per school. Training will focus on importance of sports as a tool for peace and management of sports in schools
	b) Establish sports teams in target secondary schools	5	5	5	5	20	At least 2 sports clubs per school. Girls teams to be considered
	c) Support teams with the necessary sports equipment	√	√	√	√		This will include balls, uniforms and boots, goal posts etc
	d) Organize (inter-school) sports tournament at district or regional level	1	3	3	2	12	The level will depend on mobility and security
IR3.2: Youth-led advocacy efforts strengthened to influence policy decisions							
1. Provide advocacy and training workshop for youth using the GCC curriculum	a) Identify youth to train		√				Youth will be drawn from all the regions in the zones
	b) Train identified youth			30			30 Youth leaders previously trained as ToT in GCC will be trained on advocacy

Planned Activities	Sub activities/Key Tasks	Time frame/targets					Guidance notes
		Q1	Q2	Q3	Q4	FY13	
2. Establish youth taskforces to engage elders and parliament	a)organize the trained youth into advocacy taskforces		1	2		4	Four advocacy task forces to be formed
	b)Conduct sessions for the youth to discuss youth-related issues with elders and the government		1	2		4	Engagement with elders will be at regional level while with parliament will be at national level
	c) Support the selected advocacy taskforces with matching grants to carry out advocacy action campaigns		1	2		4	Grants will be provided for critical and practical issues only

